

Teacher(s): Johnson

Subject: Tools for College Success

Week of: Nov 13 – 17, 2017

Week: 15

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement. TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options.	Do Now: Guided Instruction (We do)- How often do you collaborate on your own? Opening: Focused Instruction (I do)- Lead discussion of Basic Creative Strategies – Collaborating providing lists of Why Collaborate, How to Form Collaborations and the Potential problems Work Session: Independent Learning (You do alone)- during discussion of the handout take notes as needed to clarify the information Independent Learning (You do alone)- create list of three traits of ideal teacher to begin exercise 1 Collaborative Learning (You do together)- complete exercise 1 by using collaborative groups to create ONE group list of ideal traits and answer exercise questions. Closing: Guided Instruction (We do)- TOTD – submit group list and question answers Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input checked="" type="checkbox"/> Cornell note <ul style="list-style-type: none"> Student option <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input checked="" type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Collaboration TOTD 	Formative: Teacher Observation Q&A Exit Slip
	Purpose: Reinforce a well known creative strategy called collaborating. Student will complete an exercise to enhance their negotiation skills and feel for group dynamic by creating group agreed upon lists.			Summative:
Tues	Standard(s): TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement. TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options.	Do Now: Guided Instruction (We do)- Do you like to use the same people in your collaborative group? Why? Opening: Focused Instruction (I do)- Review yesterday's activities Work Session: Independent Learning (You do alone)- this time list the three best presents you ever received Collaborative Learning (You do together)- Once again create groups of 3-4 but all members of the group must be different from yesterday. Using the same procedures as yesterday complete the rest of exercise B and answer the questions. Closing: Guided Instruction (We do)- TOTD – submit group list and question answers Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input checked="" type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Collaboration TOTD 	Formative: Teacher Observation Q&A TOTD
	Purpose: To complete the exercises begun yesterday by utilizing a new group dynamic than utilized before. Nuance added in this exercise is making more personal in nature to see how collaboration changes.			Summative:
Weds	Standard(s): TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement. TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options.	Do Now: Guided Instruction (We do)- What is going with the flow? Opening: Focused Instruction (I do)- lead discussion of the handout Basic Creative Strategies – Going with the Flow Work Session: Independent Learning (You do alone)- take notes as needed during the discussion of the handout and then complete the exercise by making a list of your favorite moments of flow and answer the questions. Closing: Guided Instruction (We do)- Exit Slip – Have you ever been able to get the flow for the same thing more than once? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input checked="" type="checkbox"/> Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Exit Slip 	Formative: Teacher Observation Q&A Exit Slip
	Purpose: To introduce the sixth creative strategy – Going with the Flow where students will investigate any event of going with the flow they have experienced or determine why they have not based on the conditions presented in the handout.			Summative:

Thurs	Standard(s): TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement. TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options.	Do Now: Guided Instruction (We do)- Have you been taught to create/use metaphors? Opening: Focused Instruction (I do)- lead discussion of the handout Basic Creative Strategies – Using Metaphors Work Session: Independent Learning (You do alone)- take notes as needed during the discussion of the handout and then Collaborative Learning (You do together)- in pairs, complete Exercise 1 – create a simile to construct a metaphor and provide examples to the class Closing: Guided Instruction (We do)- Introduction of Exercise 2 for tomorrow (think about what to write about, tomorrow it will be turned in for test grade) Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A Simile/metaphor
	Purpose: To introduce the ninth creative strategy – Using Metaphor			Summative:
Fri	Standard(s): TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement. TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options.	Do Now: Guided Instruction (We do)- Have you considered what to write about? Opening: Focused Instruction (I do)- review process and requirements Work Session: Independent Learning (You do alone)- for a test grade complete exercise 2 Closing: Guided Instruction (We do)- quick look at what ideas were used Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A
	Purpose: To provide the students with a opportunity to enhance their ability to utilize the creative strategy of metaphors			Summative: Metaphor Test

All information and ideas are drawn from *Introduction to Applied Creative Thinking: Taking Control of Your Future* by Russell Carpenter, Charlie Sweet and Hal Blythe, copyright 2012.